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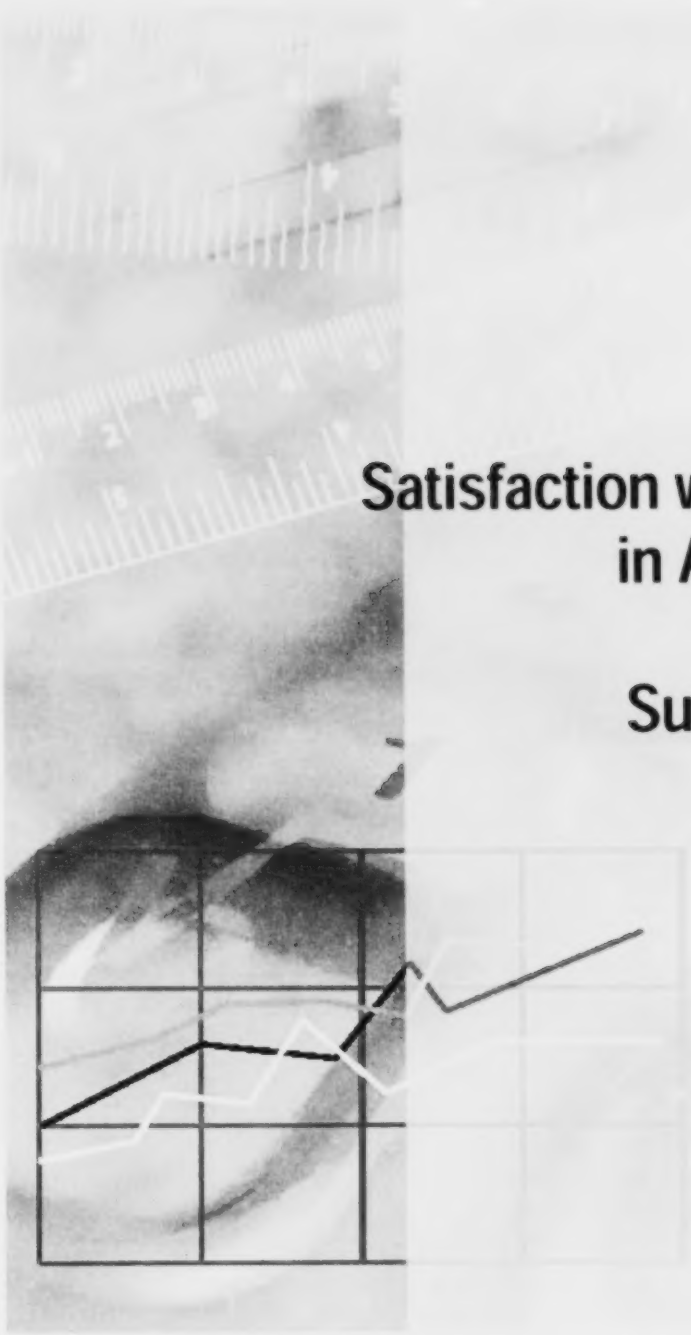

2007/08 Satisfaction with Education in Alberta Survey

Summary Report

2008

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ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education. Performance Measurement and Reporting Branch.
Satisfaction with education in Alberta survey, 2007/2008: summary report.

ISBN 978-0-7785-7513-9

1. Education – Evaluation – Alberta. 2. Educational surveys – Alberta.
3. Educational accountability – Alberta. 4. Education and state – Alberta.
I. Title.

LB2823.A333 2008 370.11

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Executive Summary

Alberta Education conducts a set of annual telephone surveys to obtain feedback from education system stakeholders regarding their perceptions of Alberta's education system. Respondents for the survey include senior high school students, parents of children in the K-12 education system, parents of children with severe special needs, teachers in the K-12 system, school board members, superintendents, principals, and the general public. The surveys were conducted by R.A. Malatest & Associates Ltd. from March to May 2008.

The main objectives of this study were to determine stakeholders' satisfaction with:

- The overall quality of Alberta's education system.
- Alberta's education system meeting the needs of students, society, and the economy.
- The preparation of students for lifelong learning, employment and citizenship.
- Communication and stakeholder involvement in Alberta's education system.
- Leadership and continuous improvement of Alberta's education system.

Key Findings

- All superintendents (100%) followed by a high proportion of students (99%), principals (98%), teachers (95%), board members (94%), parents (K-12: 88%, severe special needs: 79%), and the public (70%) were satisfied with the quality of education.

- A high proportion of principals (99%), superintendents (98%), teachers (97%), students (95%), board members (94%), and parents (K-12: 88%, severe special needs: 85%) expressed a high degree of satisfaction with the quality of teaching.

- A high proportion of students, parents (K-12), teachers, board members, superintendents, and principals indicated that they are satisfied with the variety of courses available to students (72% to 90%) and the opportunities to learn about specific topics (59% to 97%). Satisfaction with opportunity to learn about career education was low among parents (47%) and teachers (57%) compared to other respondent groups (62% to 87%).

- In general, students, parents, teachers, board members, superintendents, and principals held positive perceptions (a range of 63% to 100%) about various aspects related to the social and learning environments at schools.

- A high proportion of parents (K-12) and teachers were satisfied that high school students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime (79% to 92%). However, a lower proportion of these respondent groups were satisfied that high school students demonstrated these skills (47% to 62%).

- A high proportion of principals (91%), superintendents (90%), teachers (82%), and board members (75%) and a relatively lower proportion of parents (67%) and the public (46%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. Public (48%) and parents (39%) satisfaction regarding students demonstrate attitudes and behaviours to be successful at work when they leave school was also low compared to other respondents groups (73% to 97%).

- A high proportion of principals (97%), superintendents (97%), teachers (91%), and parents (K-12: 82%, severe special needs: 79%) were satisfied with the opportunity for parental involvement in decisions at school.

- In general, a low proportion of parents (K-12: 53%, severe special needs: 52%), teachers (53%), the public (55%), board members (58%), and principals (67%) and in some extent higher proportion of superintendents (71%) agreed that Alberta's education system communicates effectively with the public.

- The majority (64% to 95%) of parents (K-12, severe special needs), teachers, board members, superintendents, and principals indicated that the quality of education at schools has improved or stayed same in the past 3 years. The majority (61% to 93%) of parents (K-12), teachers, board members, superintendents, and principals also indicated that the quality of the Alberta K-12 system in general has improved or stayed same in the past 3 years.

- A high proportion of parents and teachers agreed that leadership at school (K-12 parents: 85%, severe special needs parents: 84%, teachers: 86%) and jurisdiction (K-12

parents: 72%, teachers: 81%) effectively supports and facilitates teaching and learning. However, a high proportion (86%) of superintendents and lower proportion of parents (K-12: 56%), teachers (55%), principals (58%), and board members (63%) agreed that leadership at provincial level effectively supports and facilitates teaching and learning.

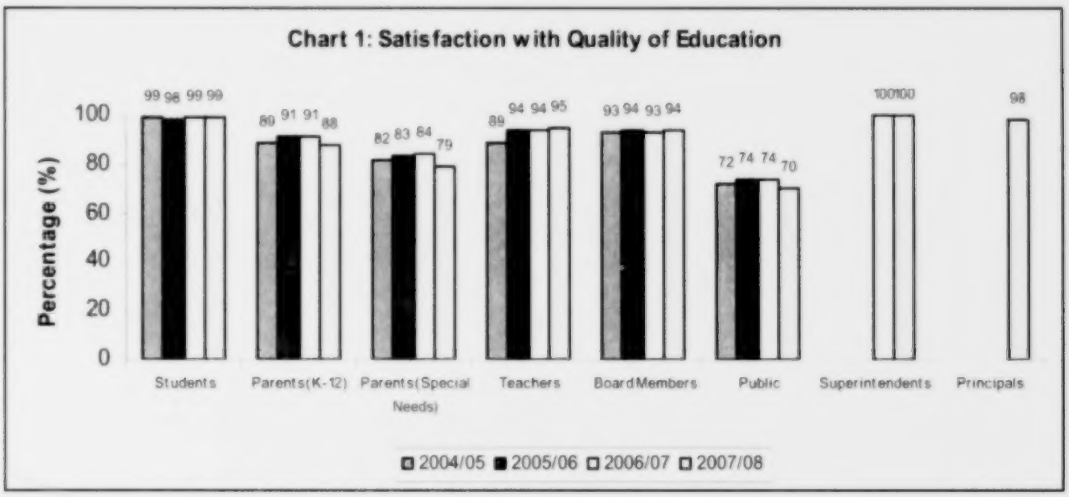
- About three-quarters (76%) of parents (K-12, severe special needs) and more than half (61%) of the public were satisfied that they are receiving value for money spent in schools.

Quality of Education

Quality of Education

A high proportion of students, parents, teachers, board members, superintendents, principals and public were satisfied with the quality of education.

All superintendents (100%) followed by a high proportion of students (99%), principals (98%), teachers (95%), board members (94%) and parents (K-12: 88%, severe special needs: 79%) surveyed were satisfied with the quality of basic education. Nearly three-quarters (70%) of the public were also satisfied with the quality of education.



Please note that throughout the survey each respondent group was asked questions from their perspective. For example, in this question, students were asked about the quality of education they are receiving; parents were asked about the quality of education their child is receiving at school; teachers and principals were asked about the quality of education students are receiving at their school; board members and superintendents were asked about the quality of education students are receiving in their jurisdiction; and the public were asked about the quality of education that students are receiving in elementary, junior and senior high schools in their community.

Quality of Teaching

Students, parents, teachers, board members, superintendents, and principals expressed a high degree of satisfaction with the quality of teaching.

A high proportion of principals (99%), superintendents (98%), teachers (97%), students (95%), board members (94%)), and parents (K-12: 88%, severe special needs: 85%) were satisfied with the quality of teaching.

Meeting the Needs of Students

Overall Student Learning

A high proportion of parents of K-12 students, teachers, board members, superintendents, and principals agreed that the curriculum focuses on what students need to learn in core subject areas, and a high proportion of students also agreed that they are improving in these core subject areas.

Parents, teachers, board members, superintendents, principals, and the public were asked to rate their level of agreement that the curriculum/program focuses on what students need to learn in a number of core subject areas. A high proportion of superintendents (83% to 97%), principals (84% to 95%), board members (77% to 91%), teachers (75% to 88%), and parents of K-12 students (78% to 87%) agreed that curriculum focuses on what students need to learn in a number of core subject areas. Public agreement was relatively lower compared to other respondent groups regarding curriculum focuses on what students need to learn in writing (63%) and social studies (68%). Agreement was also relatively lower among parents of children with severe special needs (63% to 71%) regarding curriculum focuses on what students need to learn in writing (67%) and mathematics (63%). Note that parents of children with severe special needs were asked only to rate their agreement about reading, writing, and mathematics as core subject areas.

Students were asked to rate their agreement that they were getting better in these core subject areas. The majority (86% to 92%) of students agreed that they were improving in these core subject areas.

The level of agreement on core subject areas has remained relatively stable over time for all respondent groups except for board members, public and parents of children with severe special needs. Board members' agreement that the curriculum/program focuses on what students need to learn in writing decreased in 2008 compared to the 2005 and 2006 results. Public agreement regarding reading and writing decreased in 2008 compared to the 2004 to 2007 results. Similarly, parents of children with severe special needs agreement regarding reading, writing and mathematics decreased in 2008 compared to the 2007 results.

Table 1: Curriculum Focuses on What Students Need to Learn in Core Subject Areas

		Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board Members	Public	Superintendents	Principals
Reading	2004/05	92%	88%	75%	88%	92%	79%	-	-
	2005/06	93%	90%	74%	89%	93%	80%	-	-
	2006/07	92%	89%	80%	90%	90%	80%	95%	-
	2007/08	91%	83%	71%	88%	87%	72%	93%	95%
Writing	2004/05	93%	80%	70%	84%	85%	68%	-	-
	2005/06	94%	83%	68%	87%	86%	70%	-	-
	2006/07	93%	83%	75%	87%	82%	69%	95%	-
	2007/08	92%	78%	67%	85%	77%	63%	93%	93%
Mathematics	2004/05	89%	85%	66%	78%	77%	74%	-	-
	2005/06	87%	82%	69%	80%	78%	74%	-	-
	2006/07	89%	84%	71%	83%	76%	76%	86%	-
	2007/08	87%	86%	63%	80%	79%	74%	83%	88%
Science	2004/05	90%	85%	-	85%	89%	80%	-	-
	2005/06	87%	84%	-	85%	88%	80%	-	-
	2006/07	92%	85%	-	88%	89%	81%	92%	-
	2007/08	90%	87%	-	86%	91%	79%	93%	94%
Social Studies	2004/05	90%	80%	-	74%	85%	70%	-	-
	2005/06	89%	82%	-	74%	84%	72%	-	-
	2006/07	91%	80%	-	78%	83%	71%	92%	-
	2007/08	86%	79%	-	75%	83%	68%	97%	84%

Learning Opportunities at School

A high proportion of students, parents, teachers, board members, superintendents and principals were satisfied with the learning opportunities available at their school.

Students, parents (K-12), teachers, board members, superintendents and principals were asked to rate their satisfaction with the variety of courses available to students and the opportunities students have to learn about specific topics. Although the level of satisfaction varied across respondent groups, the majority of respondent groups were satisfied with the variety of courses available (72% to 90%), opportunities to learn about specific topics (59% to 97%), and the opportunity to participate in physical education (82% to 95%). Satisfaction with opportunity to learn about career education (new to 2008 survey) was low among parents (40%) compared to other respondent groups (57% to 87%).

Table 2: Satisfaction with Learning Opportunities at School (continued on next page)

	Year	Students	Parents (K-12)	Teachers	Board Members	Superintendents	Principals
Variety of subjects available	2005	89%	82%	84%	72%	-	-
	2006	86%	86%	87%	73%	-	-
	2007	87%	83%	83%	71%	78%	-
	2008	88%	82%	87%	73%	72%	90%
Opportunities to learn about music	2005	78%	78%	78%	64%	-	-
	2006	74%	79%	79%	65%	-	-
	2007	81%	79%	77%	65%	76%	-
	2008	80%	79%	81%	69%	60%	80%
Opportunities to learn about drama	2005	78%	57%	o1%	63%	-	-
	2006	77%	56%	58%	62%	-	-
	2007	81%	58%	59%	62%	70%	-
	2008	79%	59%	63%	63%	60%	63%
Opportunities to learn about art	2005	83%	83%	83%	69%	-	-
	2006	83%	82%	83%	72%	-	-
	2007	85%	79%	76%	65%	71%	-
	2008	84%	84%	86%	68%	78%	88%
Opportunities to learn about computers	2005	90%	83%	82%	89%	-	-
	2006	88%	84%	81%	93%	-	-
	2007	86%	81%	83%	91%	95%	-
	2008	85%	83%	82%	93%	97%	87%

Opportunities to learn about health	2005	69%	87%	84%	87%	-	-
	2006	71%	87%	82%	89%	-	-
	2007	70%	87%	83%	87%	94%	-
	2008	70%	86%	84%	85%	91%	94%
Opportunities to learn about another language	2005	81%	56%	68%	67%	-	-
	2006	79%	62%	73%	72%	-	-
	2007	79%	61%	75%	67%	71%	-
	2008	78%	63%	78%	65%	69%	79%
Opportunities to learn about career education	2005	-	-	-	-	-	-
	2006	-	-	-	-	-	-
	2007	-	-	-	-	-	-
	2008	87%	40%	57%	67%	76%	62%
Opportunities to participate in physical education	2005	96%	82%	83%	82%	-	-
	2006	93%	82%	90%	87%	-	-
	2007	96%	84%	89%	88%	87%	-
	2008	95%	82%	90%	83%	95%	94%

Social and Learning Environments at Schools

In general, students, parents, teachers, board members, superintendents and principals held positive perceptions about various aspects related to social and learning environments at schools.

Students, parents, teachers, board members, superintendents and principals were asked to rate their agreement with a series of statements about the social and learning environments at schools. Overall, in 2007/08, the majority of respondents across groups agreed that:

- Students find school work interesting (72% to 94%),
- Students find school work challenging (70% to 97%),
- Students clearly understand what they are expected to learn at school (63% to 95%),
- Students feel safe at school (88% to 100%),
- Students feel safe on the way to and from school (81% to 95%)
- Teachers care about students (91% to 100%),
- At school students treat each other well (80% to 97%),
- Students are treated fairly by adults at school (89% to 99%),
- At school students are encouraged to get involved in activities that help people in the community (72% to 95%),
- At school students are encouraged to try their best (91% to 100%),
- At school students follow the rules (65% to 98%),
- At school students help each other (78% to 100%),
- At school students respect each other (76% to 96%),
- It is easy to get help with school work at school if needed (66% to 93%),
- Students can get help at school with problems that are not related to school work (66% to 88%), and
- When needed teachers at school are available to help students (84% to 98%).

Table 3: Social and Learning Environment at Schools (continued on next page)

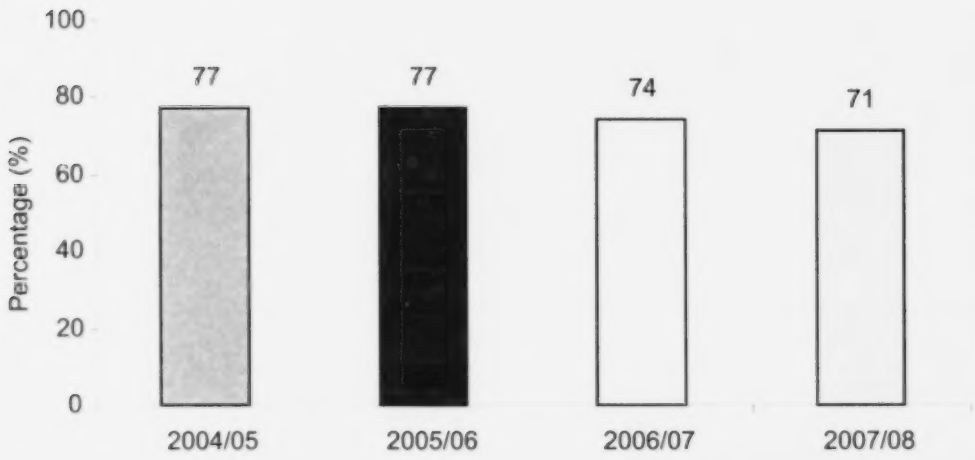
		Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board Members	Superintendents	Principals
School work is interesting	2005	78%	81%	73%	86%	82%	-	-
	2006	79%	79%	75%	85%	87%	-	-
	2007	79%	81%	76%	89%	82%	95%	-
	2008	78%	75%	72%	90%	82%	93%	94%
School work is challenging	2005	88%	81%	80%	93%	91%	-	-
	2006	90%	80%	82%	94%	95%	-	-
	2007	86%	80%	83%	95%	91%	100%	-
	2008	85%	70%	80%	96%	92%	97%	97%
Students clearly understand what they are expected to learn at school	2005	91%	81%	63%	87%	81%	-	-
	2006	91%	82%	62%	88%	81%	-	-
	2007	91%	82%	63%	90%	81%	90%	-
	2008	92%	86%	63%	90%	83%	90%	95%
Students feel safe at school	2005	96%	89%	89%	95%	97%	-	-
	2006	94%	92%	89%	97%	97%	-	-
	2007	94%	88%	91%	97%	96%	100%	-
	2008	94%	88%	88%	96%	96%	100%	99%
Students feel safe on the way to and from school	2005	95%	90%	92%	82%	92%	-	-
	2006	94%	89%	91%	84%	94%	-	-
	2007	95%	88%	90%	83%	93%	95%	-
	2008	93%	86%	90%	81%	90%	95%	93%
Teachers care about students	2005	92%	88%	94%	99%	98%	-	-
	2006	92%	91%	95%	100%	99%	-	-
	2007	92%	91%	95%	99%	99%	100%	-
	2008	91%	92%	92%	99%	97%	100%	100%
At school students treat each other well	2005	96%	79%	-	88%	89%	-	-
	2006	95%	79%	-	89%	89%	-	-
	2007	95%	80%	-	89%	89%	98%	-
	2008	94%	80%	-	89%	86%	97%	96%
Students are treated fairly by adults at school	2005	91%	87%	87%	98%	95%	-	-
	2006	91%	90%	89%	97%	96%	-	-
	2007	91%	90%	89%	98%	95%	100%	-
	2008	90%	89%	87%	98%	94%	98%	99%

At school students are encouraged to get involved in …..	2005	67%	73%	-	82%	81%	-	-
	2006	67%	71%	-	80%	85%	-	-
	2007	69%	74%	-	83%	83%	92%	-
	2008	72%	74%	-	85%	83%	84%	95%
At school students are encouraged to try their best	2005	94%	91%	93%	97%	95%	-	-
	2006	96%	92%	94%	98%	97%	-	-
	2007	96%	91%	94%	99%	97%	100%	-
	2008	96%	92%	91%	99%	95%	100%	99%
At school students follow the rules	2005	63%	80%	78%	89%	93%	-	-
	2006	66%	80%	75%	87%	93%	-	-
	2007	64%	78%	79%	89%	93%	100%	-
	2008	65%	78%	77%	88%	94%	98%	97%
At school students help each other	2005	88%	86%	78%	95%	91%	-	-
	2006	86%	83%	76%	96%	93%	-	-
	2007	88%	86%	82%	97%	94%	95%	-
	2008	88%	87%	78%	95%	93%	100%	99%
At school students respect each other	2005	76%	78%	73%	85%	88%	-	-
	2006	76%	78%	76%	87%	89%	-	-
	2007	75%	79%	79%	88%	90%	97%	-
	2008	82%	80%	76%	90%	88%	95%	96%
It is easy to get help with school work at school if needed	2005	93%	62%	-	73%	74%	-	-
	2006	92%	66%	-	74%	79%	-	-
	2007	91%	67%	-	75%	77%	90%	-
	2008	93%	66%	-	79%	76%	84%	90%
Students can get help at school with problems that are not …..	2005	86%	65%	-	84%	72%	-	-
	2006	86%	65%	-	85%	77%	-	-
	2007	85%	66%	-	83%	72%	79%	-
	2008	84%	66%	-	83%	73%	86%	88%
When needed teachers at school are available to help students	2005	93%	80%	-	97%	89%	-	-
	2006	94%	81%	-	97%	95%	-	-
	2007	94%	85%	-	97%	91%	98%	-
	2008	94%	84%	-	98%	89%	98%	98%

Most parents of children with severe special needs were satisfied with the support services their child is receiving in school.

Parents of children with severe special needs were asked to rate their overall level of satisfaction with the support services their child is receiving in school. About seven in ten (71%) of parents of children with severe special needs were satisfied with the support services their child is receiving in school.

Chart 3: Satisfaction with Support Services Received in School



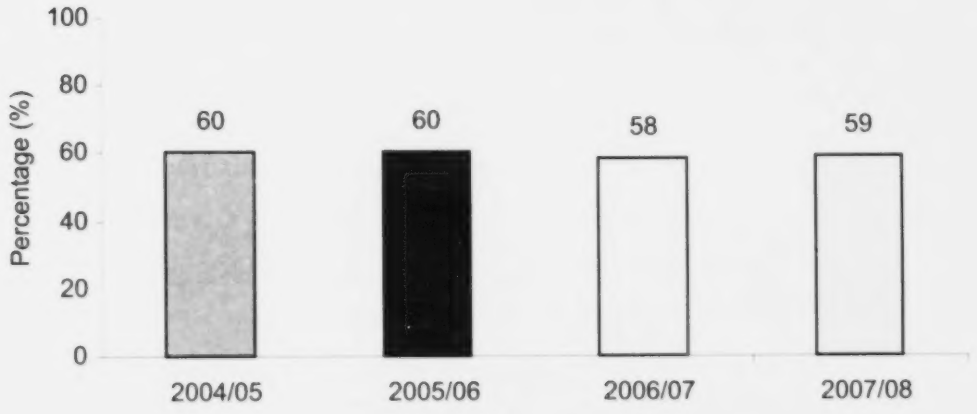
Preparation of Students

Preparation for Citizenship

Most public were satisfied that high school graduates are well prepared for citizenship.

When asked to rate their satisfaction that high school graduates in Alberta are well prepared for citizenship, 59% of the public indicated that they are satisfied.

Chart 4: Public Satisfaction That High School Graduates are Well Prepared for Citizenship



Preparation for Lifelong Learning

A high proportion of parents and teachers were satisfied that high school students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.

Parents (K-12) and teachers were asked to rate their satisfaction that students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime. A high proportion of teachers (92%) and parents (K-12: 79%) were satisfied that students are taught the knowledge, skills and attitudes necessary for lifelong learning.

Table 4: Satisfaction that Students are Taught Knowledge, Skills and Attitudes Necessary for Lifelong Learning

	Year	Parents (K-12)	Teachers
Students are taught the knowledge, skills and attitudes for lifelong learning	2004/05	79%	87%
	2005/06	83%	87%
	2006/07	83%	91%
	2007/08	79%	92%

A low proportion of parents, teachers and public were satisfied that high school students/graduates demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.

Parents (K-12), teachers and public were asked to rate their satisfaction that high school students/graduates demonstrate knowledge, skills and attitudes necessary for learning throughout their lifetime. About six in ten of teachers (62%) and public (58%) and less than half (47%) of parents (K-12) indicated that they are satisfied. Almost all (97%) students indicated they were satisfied that they had the knowledge, skills and attitudes necessary for learning throughout their lifetime. Note that this question was new to students.

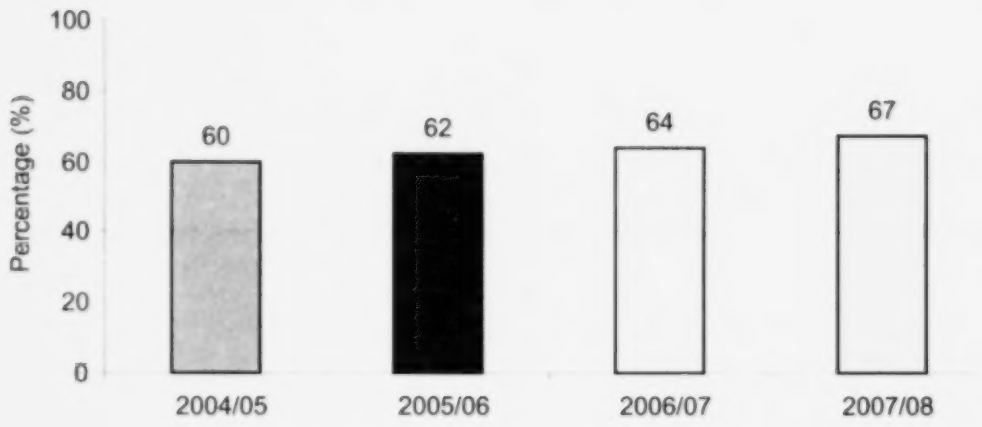
Table 5: Satisfaction that High School Students Demonstrate Knowledge, Skills and Attitudes Necessary for Lifelong Learning

	Year	Students	Parents (K-12)	Teachers	Public
High school students/graduates demonstrate knowledge, skills and attitudes necessary for lifelong learning	2004/05	-	51%	67%	58%
	2005/06	-	55%	68%	60%
	2006/07	-	52%	69%	58%
	2007/08	97%	47%	62%	58%

Most of the public agreed that high school students are prepared to enter post-secondary education and training.

When asked to rate their agreement regarding high school graduates' preparedness to enter post secondary education and training, about two-thirds (67%, an increase from 60% in 2004/05 and 62% in 2005/06) of the public agreed that high school graduates in Alberta are prepared to enter post secondary education and training.

Chart 5: Public Agreement That High School Graduates are Prepared to Enter Post-Secondary Education and Training

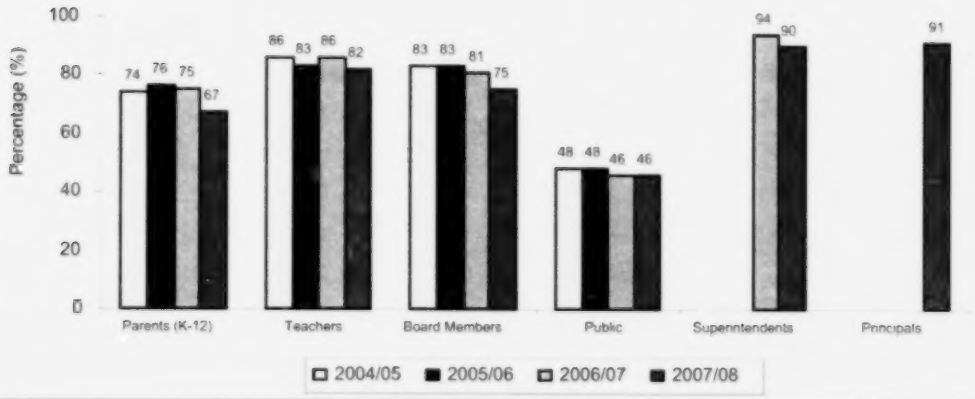


Preparation for the Workforce

Compared to the public and parents, a high proportion of teachers, board members, superintendents, and principals were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. Their satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was also high compared to the public and parent respondent groups.

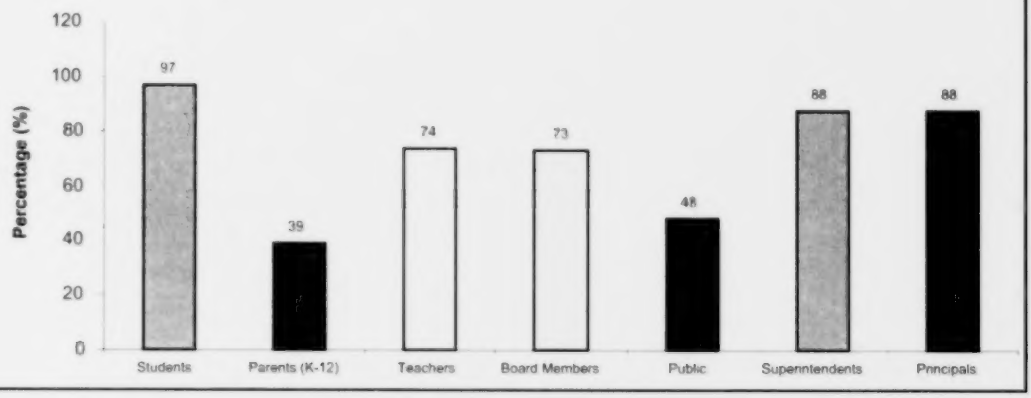
Parents (K-12), teachers, board members, public, superintendents, and principals were asked to rate their satisfaction that students are taught attitudes and behaviours to be successful at work when they leave school. A high proportion of principals (91%), superintendents (90%), teachers (82%), and board members (75%, a decrease from 83% in 2004/05 & 2005/06) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. Approximately, half of the public (46%) and about two-thirds (67%, a decrease from 76% in 2005/06 and 75% in 2006/07) of parent (K-12) indicated their satisfaction.

Chart 6: Satisfaction That Students are Taught Attitudes and Behaviours to be Successful at Work



A high proportion of students (97%), principals (88%), superintendents (88%), teachers (74%), and board members (73%) were satisfied that students demonstrate attitudes and behaviours to be successful at work when they leave school. However, less than half of the public (48%) and parents (K-12: 39%) indicated that they were satisfied. Note that this question was new to 2007/08 survey.

Chart 7: Satisfaction that Students demonstrate attitudes and Behaviours to be Successful at Work



Communication and Involvement

Involvement in Decision Making

Most parents, teachers, board members, superintendents and principals were satisfied with parental involvement in children's education and in decisions at school.

A high proportion of parents (K-12), teachers, board members, superintendents, and principals indicated that parents are involved a lot or to some extent in decisions about their children's education (82% to 97%), and that they are satisfied with the opportunity for parental involvement in their children's education (83% to 96%). A high proportion (83%) of students also indicated that their parents are involved a lot or to some extent in decisions about their education. Note that this question was new to students.

A high proportion of principals, superintendents, board members, teachers, and a somewhat lower proportion of parents (K-12, severe special needs) indicated that parents are involved a lot or to some extent in decisions at the school (63% to 87%) and that they are satisfied with the opportunity for parental involvement in decisions at school (79% to 97%). A low proportion (51%) of students indicated that their parents are involved a lot or to some extent in decisions at school. Note that this question was new to students.

A high proportion (89% to 98%) of principals, superintendents, board members, teachers and a relatively lower proportion (73% to 75%) of parents (K-12, severe special needs) were satisfied with parental input into decisions at school being considered.

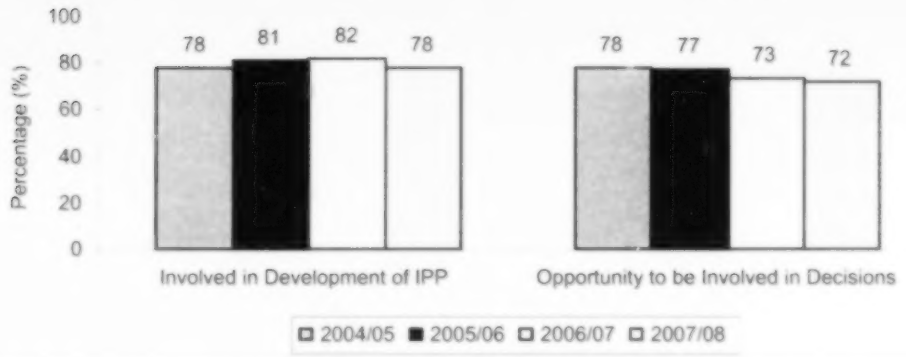
Table 6: Parental Involvement in Decision Making

		Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board Members	Superintendents	Principals
Extent of parental involvement in decisions about child's education	2004/05	-	87%	-	82%	86%	-	-
	2005/06	-	84%	-	84%	86%	-	-
	2006/07	-	87%	-	82%	85%	95%	-
	2007/08	83%	87%	-	82%	82%	97%	88%
Satisfaction with opportunity for parental involvement in decisions about child's education	2004/05	-	84%	-	90%	92%	-	-
	2005/06	-	81%	-	94%	92%	-	-
	2006/07	-	83%	-	92%	91%	95%	-
	2007/08	-	83%	-	92%	89%	95%	96%
Extent of parental involvement in decisions at school	2004/05	-	63%	75%	78%	82%	-	-
	2005/06	-	63%	76%	82%	84%	-	-
	2006/07	-	62%	75%	80%	84%	87%	-
	2007/08	51%	63%	73%	80%	83%	86%	87%
Satisfaction with opportunity for parental involvement in decisions at school	2004/05	-	80%	84%	90%	92%	-	-
	2005/06	-	80%	82%	91%	94%	-	-
	2006/07	-	78%	81%	93%	91%	90%	-
	2007/08	-	82%	79%	91%	92%	97%	97%
Satisfaction with parental input into decisions at school being considered	2004/05	-	71%	79%	89%	89%	-	-
	2005/06	-	72%	78%	90%	90%	-	-
	2006/07	-	71%	76%	90%	87%	97%	-
	2007/08	-	73%	75%	89%	89%	97%	98%

About three-quarters of parents of children with severe special needs agreed that they were involved in the development of their child's Individualized Program Plan (IPP), and that they had opportunity for involvement in decisions regarding the support services implemented for their child.

With respect to their child's Individualized Program Plan (IPP), about three-quarters (78%) of parents of children with severe special needs agreed that they had been meaningfully involved in the development of the plan. Similarly, about three-quarters (73%) of parents also agreed that they had an opportunity to be involved in decisions regarding the support services implemented for their child.

Chart 8: Parent (Severe Special Needs) Involvement in the Development of IPP and Opportunity for Involvement in Decisions Regarding Services



In general, students, parents, teachers, board members, principals and the public were less satisfied that their input into education of students is considered by Alberta Education.

About eight in ten (79%) superintendents were satisfied that their input into the education of students is considered by Alberta Education. However, a relatively lower proportion of principals (60%), board (56%), parents (K-12: 53%, severe special needs: 52%), teachers (43%, an increase from 28% in 2004/05) and the public (41%) were satisfied that their input into the education of students is considered by Alberta Education.

About nine in ten (89%) principals were satisfied that their input into the education of students is considered by their school board. However, a lower proportion of teachers (60%), parents (K-12: 52%, severe special needs: 56%), and the public (43%) were satisfied that their input into the education of students is considered by their school boards.

About eight in ten (83%) teachers were satisfied that their input into the education of students is considered by their school. But, only half (49%) of the public were satisfied that their input into the education of students is considered by schools in their communities.

Table 7: Satisfaction That Input Into the Education of Students is Considered

		Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board Members	Public	Superintendents	Principals
Satisfaction that their input into the education of students is considered by Alberta Education	2004/05	47%	53%	28%	67%	38%	-	-
	2005/06	51%	51%	36%	72%	39%	-	-
	2006/07	48%	52%	37%	62%	38%	70%	-
	2007/08	53%	52%	43%	56%	41%	79%	60%
Satisfaction that their input into education of students is considered by school board	2004/05	51%	58%	54%	-	44%	-	-
	2005/06	52%	57%	59%	-	46%	-	-
	2006/07	47%	52%	56%	-	46%	-	-
	2007/08	52%	56%	60%	-	43%	-	89%
Satisfaction that their input into the education of students is considered by the school	2004/05	-	-	85%	-	51%	-	-
	2005/06	-	-	86%	-	51%	-	-
	2006/07	-	-	85%	-	52%	-	-
	2007/08	-	-	83%	-	49%	-	-

About six in ten (61%) students indicated they are involved a lot or to some extent in decisions at their school, and about two-thirds (68%) of students indicated that they are satisfied that their input into decisions at their school is considered.

Table 8: Students' Involvement in Decisions at School

	Students			
	2004/05	2005/06	2006/07	2007/08
Extent of involvement in decisions at school	57%	58%	56%	61%
Satisfaction that input into decision at school is considered	73%	68%	66%	68%

About one-third (31%) of the public indicated they are involved a lot or to some extent in decisions at schools in their community; about six in ten (64%) of the public were satisfied with the opportunity to be involved in decisions at schools in their community; and about half (49%) were satisfied that their input is considered by the school.

Table 9: Public Involvement in Decisions at Schools in the Community

	Public			
	2004/05	2005/06	2006/07	2007/08
Extent of involvement in decisions at schools in the community	36%	35%	34%	31%
Satisfaction with opportunity to be involved in decisions at schools in the community	64%	66%	63%	64%
Satisfaction that input into decisions at school is considered	51%	51%	52%	49%

Communication

Compared to superintendents and principals, a lower proportion of parents, teachers, board members, and the public agreed that Alberta's education system communicates effectively with the public.

Approximately half of parents (K-12: 53%, severe special needs: 52%), teachers (53%, an increase from 38% in 2004/05), public (55%, an increase from 46% in 2004/05), and board members (58%, a decrease from 66% in 2005/06), and about seven in ten of principals (67%) and superintendents (71%, a decrease from 79% in 2006/07) agreed that Alberta's education system communicates effectively with the public.

Table 10: Agreement That Alberta's Education System Communicates Effectively

		Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board Members	Public	Superin-tendents	Principals
Alberta's education system communicates effectively with the public	2004/05	47%	51%	38%	59%	46%	-	-
	2005/06	50%	53%	46%	66%	51%	-	-
	2006/07	48%	53%	48%	56%	51%	79%	-
	2007/08	53%	52%	53%	58%	55%	71%	67%

Leadership and Continuous Improvement

Leadership and Continuous Improvement

A high proportion of parents, teachers, board members, superintendents, and principals indicated that the quality of education at schools, and the quality of Alberta K-12 system in general, has improved or stayed same in the past 3 years.

A high proportion of superintendents (95%), principals (93%), board members (91%), teachers (76%, an increase from 64% in 2004/05 and 67% from 2005/06), and parents (K-12: 74%) indicated that the quality of education at schools has improved or stayed same in the past 3 years. A lower proportion (64%, a decrease from 72% in 2006/07) of parents of children with severe special needs indicated that the quality of education at school has improved or stayed same in the past 3 years.

A high proportion of superintendents (93%), principals (89%) and board members (82%) indicated that quality of the Alberta K-12 system has improved or stayed same in the past 3 years. However, a relatively lower proportion of teachers (69%, an increase from 55% in 2004/05) and parents (K-12: 61%) indicated that quality of the Alberta K-12 system has improved or stayed same in the past 3 years.

Table 11: Change in Quality in Past 3 Years

		Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board Members	Superintendents	Principals
Quality of education at school has improved or stayed the same in the past three years	2004/05	70%	64%	64%	87%	-	-
	2005/06	72%	67%	67%	93%	-	-
	2006/07	70%	72%	75%	93%	94%	-
	2007/08	74%	64%	76%	91%	95%	93%
Quality of the Alberta K to 12 System improved or stayed the same in the past three years	2004/05	63%	-	55%	81%	-	-
	2005/06	66%	-	66%	85%	-	-
	2006/07	62%	-	67%	85%	94%	-
	2007/08	61%	-	69%	82%	93%	89%

A high proportion of parents and teachers agreed that leadership at the school and jurisdiction level effectively supports and facilitates teaching and learning.

A high proportion of parents and teachers agreed that leadership at the school (K-12: 85%, severe special needs: 84%; teachers: 86%) and jurisdiction (parents K-12: 72%, teachers: 81%) effectively supports and facilitates teaching and learning.

A high proportion (86%) of superintendents and a relatively lower proportion of parents (K-12: 56%), teachers (55%, an increase from 33% in 2004/05, 44% in 2005/06, and 45% in 2006/07), and board members (63%, a decrease from 73% in 2004/05 and 75% from 2005/06) agreed that leadership at the provincial level effectively supports and facilitates teaching and learning.

Table 12: Leadership Effectively Supporting and Facilitating Teaching and Learning

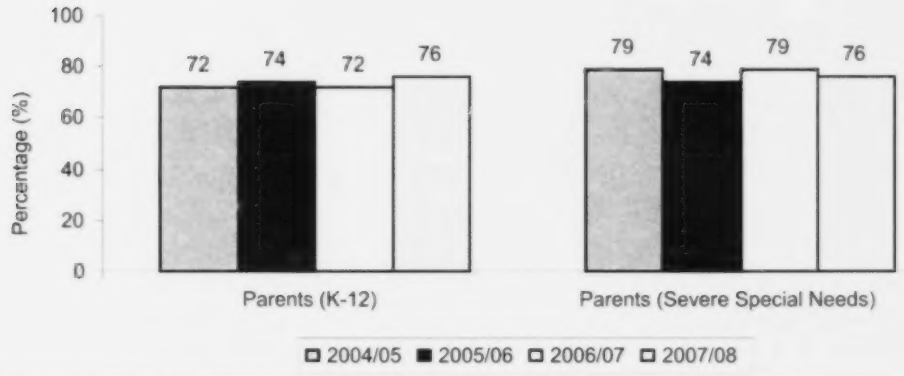
		Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board Members	Superintendents	Principals
Leadership at school effectively supports and facilitates teaching and learning	2004/05	85%	87%	87%	-	-	-
	2005/06	86%	86%	87%	-	-	-
	2006/07	87%	89%	86%	-	-	-
	2007/08	85%	84%	86%	-	-	-
Leadership at jurisdiction effectively supports and facilitates teaching and learning	2004/05	N/A	-	72%	-	-	-
	2005/06	75%	-	74%	-	-	-
	2006/07	74%	-	77%	-	-	-
	2007/08	72%	-	81%	-	-	-
Leadership at provincial level effectively supports and facilitates teaching and learning.	2004/05	55%	-	33%	73%	-	-
	2005/06	63%	-	44%	75%	-	-
	2006/07	56%	-	45%	57%	70%	-
	2007/08	56%	-	55%	63%	86%	58%

Value for Money

About three-quarters of parents and slightly more than half the public were satisfied with receiving value for money spent in schools.

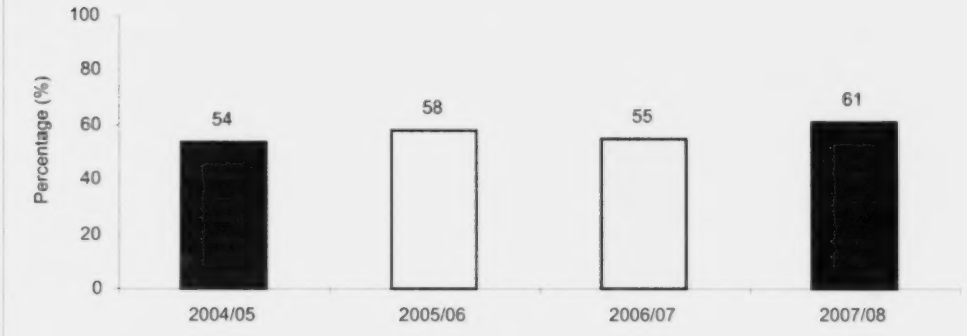
About three-quarters of parents (K-12: 76%, severe special needs: 76%) reported being satisfied with receiving value for money that is spent in their child's school.

Chart 9: Value for Money - Parents



When asked about satisfaction with the value for money that is spent in schools in their community, more than half (61%) of the public reported being satisfied.
Public satisfaction has increased compared to previous results in 2005 and 2007.

Chart 10: Value for Money - Public



Appendix – Research Background and Methodology

Target Populations and Sampling

The target respondent groups for the satisfaction surveys included the following:

- The general public
- Parents of students in the K to grade 12 education system
- Senior high school students
- Parents of children with severe special needs
- Teachers
- School board members (trustees)
- School superintendents
- School principals

The samples for each target group (with the exception of the general public) were provided to the survey company by Alberta Education. For the student, teacher, and the two parent surveys, samples were generated randomly by Alberta Education. Contact information for school board trustees, superintendents, and principals was also provided by Alberta Education. For the general public survey, a random sample for Alberta by census subdivision was used.

All samples (with the exception of the school board survey, superintendent survey, principal survey) were stratified by geographic location to ensure adequate representation of the population.

Presentation of Results

For the purposes of this report, data analysis includes presentation of descriptive statistics (frequencies) for survey items in text, tables, and figures, as appropriate. The following should be noted with regard to the presentation of frequency data:

Many items on the surveys use four-point response scales including "very good, good, poor, very poor" or "very satisfied, satisfied, dissatisfied, very dissatisfied" or "strongly agree, agree, disagree, strongly disagree," etc., depending on the question. Although not asked, "don't

know/not applicable" and "no response" (refusals) were recorded as well. Results presented in the report represents the combined percentages of respondents who reported "very good/good," "very satisfied/satisfied" or "strongly agree/agree." Thus, in the body of the reports, satisfaction or agreement refers to these combined percentages. All percentages are rounded to the nearest whole number based on computer-generated analysis.

For each survey, percentages are based on all responses for each item (i.e., "don't know/not applicable" and "no response" are included in the calculations).

Statistical Accuracy

The following table provides accuracy information about the surveys that were conducted for 2007/2008. The information includes the respondent groups surveyed, and the corresponding sample sizes and confidence intervals for each survey.

Table 13: Confidence Intervals

Target Group	Number of Completions	Margin of Error at 95% Confidence Interval
Public	3000	+/-1.8%
Parents of K to Grade 12 Students	801	+/-3.5%
Senior High School Students	802	+/-3.5%
Parents of Children with Severe Special Needs	800	+/-3.5%
Teacher	801	+/-3.5%
School Board Trustee*	306	+/-3.8%
Superintendent *	58	+/-6.0%
Principals*	621	+/-3.2%

*Accuracy for these samples takes into account the sample population.